

MOORE INTERMEDIATE

1101 Cheraw Drive
Florence, SC 29501

GRADES 5-6 Elementary School

ENROLLMENT 784 Students

PRINCIPAL Barbara Hood 843-664-8171

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	56	7	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

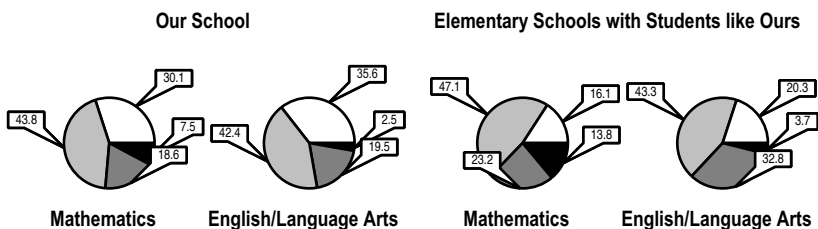
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	324	220
Percent satisfied with learning environment	97.7%	75.2%	76.2%
Percent satisfied with social and physical environment	97.7%	76.6%	58.7%
Percent satisfied with home-school relations	93.0%	86.3%	72.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	810	99.1	35.6	42.4	19.5	2.5	22.0	17.6
Gender								
Male	432	99.5	43.5	40.6	14.8	1.0	15.9	17.6
Female	378	98.7	26.6	44.5	24.8	4.2	29.0	17.6
Racial/Ethnic Group								
White	405	99.8	20.1	47.1	29.5	3.3	32.9	17.6
African-American	381	98.7	53.5	36.9	9.0	0.6	9.6	17.6
Asian/Pacific Islander	14	92.9	27.3	36.4	27.3	9.1	36.4	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	659	99.2	28.7	44.5	23.8	3.1	26.8	17.6
Disabled	151	98.7	66.9	33.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	810	99.1	35.6	42.4	19.5	2.5	22.0	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	805	99.1	35.5	42.4	19.6	2.5	22.1	17.6
Socio-Economic Status								
Subsidized meals	403	98.5	54.7	37.3	7.4	0.6	8.0	17.6
Full-pay meals	407	99.8	17.4	47.3	31.0	4.3	35.3	17.6

Mathematics								
All students	810	99.9	30.1	43.8	18.6	7.5	26.1	15.5
Gender								
Male	432	100.0	33.9	44.0	14.5	7.5	22.0	15.5
Female	378	99.7	25.7	43.5	23.4	7.4	30.8	15.5
Racial/Ethnic Group								
White	405	100.0	15.0	46.9	25.8	12.2	38.1	15.5
African-American	381	99.7	47.5	41.2	10.4	0.9	11.3	15.5
Asian/Pacific Islander	14	100.0	18.2	9.1	36.4	36.4	72.7	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	659	100.0	22.4	46.0	22.4	9.1	31.5	15.5
Disabled	151	99.3	64.9	33.6	1.5	N/A	1.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	810	99.9	30.1	43.8	18.6	7.5	26.1	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	805	99.9	30.0	44.0	18.5	7.5	26.0	15.5
Socio-Economic Status								
Subsidized meals	403	99.8	46.2	42.3	9.6	2.0	11.5	15.5
Full-pay meals	407	100.0	14.6	45.3	27.4	12.7	40.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	337	N/A	29.8	44.1	24.0	2.1	26.1
	Grade 6	306	N/A	26.7	37.0	30.7	5.6	36.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	408	98.5	36.4	49.4	13.6	0.6	14.1
	Grade 6	402	99.8	34.8	35.6	25.2	4.4	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	337	N/A	32.8	45.9	12.8	8.5	21.3
	Grade 6	306	N/A	33.8	42.7	16.2	7.3	23.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	408	99.8	29.3	50.0	15.6	5.0	20.7
	Grade 6	402	100.0	30.9	37.7	21.6	9.8	31.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 784)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.3%	Down from 3.1%	2.6%	2.4%
Attendance rate	94.4%	Up from 91.2%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.9%	Up from 11.1%	20.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.1%	Up from 17.8%	7.7%	8.0%
Older than usual for grade	2.8%	Down from 3.6%	0.8%	1.1%
Suspended or expelled	0.1%	Down from 0.3%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	36.4%	Down from 40.0%	51.4%	50.0%
Continuing contract teachers	77.3%	Down from 80.0%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.7%	Down from 74.5%	88.7%	86.2%
Teacher attendance rate	96.0%	Up from 92.7%	95.4%	95.3%
Average teacher salary	\$37,590	Down 0.8%	\$40,594	\$39,909
Prof. development days/teacher	9.1 days	Up from 8.2 days	11.0 days	11.4 days

School				
Principal's years at school	4.5	Up from 3.5	4.8	4.0
Student-teacher ratio	25.0 to 1	Up from 21.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.0%	Up from 83.2%	90.0%	89.7%
Dollars spent per pupil*	\$5,566	Up 24.6%	\$5,649	\$5,892
Percent spent on teacher salaries*	70.0%	Up from 69.7%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Moore Intermediate School has enjoyed another successful year during 2002-2003. We continue our pursuit of excellence in Language Arts, Mathematics, Science, and Social Studies. A continuous analysis of our program assists us in making changes that will benefit our children. Moore Intermediate School is accredited by the Southern Association of Colleges and Schools (SACS) and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA).

We have enjoyed the following accomplishments this year:

another Moore teacher received National Board Certification bringing our total to five teachers who have this honor;

second place recognition for our contributions to the American Heart Association and the Jump Rope For Heart program;

national and local recognition for participation in quarterly service projects for the Leukemia Society, the Earth Foundation, and Christmas for Kids;

a strong Performing Arts Program that includes a large auditioned Chorus and Drama Club;

a visit from the Pee Dee Pride Professional Hockey Team to reward good citizenship;

teacher training in the areas of differentiated learning, standards, writing, and thinking maps;

upgrades for our computer lab;

a character program that includes Character Report Cards, S.A.V.E. Club, Be Cool Program, character awards, Character Month of March, Positive Referrals, and Character Words of the Week; and

implementation of a Karate Club for at-risk students.

We continue to explore opportunities to improve our Palmetto Achievement Challenge Test (PACT) scores. A school-wide instructional focus was established across the curriculum and monthly assessments were administered to measure the highlighted weekly skills. A "Team Time" was established six weeks prior to the test to give further attention to PACT skills. Teachers demonstrated Math manipulatives and innovative Math strategies during meetings so that these ideas could be transferred to the classroom. Common planning times and subject area meetings allowed teachers to share strategies weekly. Results from periodic Benchmark Tests are used to plan instruction. South Carolina Standards checklists are provided to teachers for assistance in planning and assessment.

Moore benefits greatly from our supportive parents. Our APT has sponsored ice-skating nights and Family Fun Night with bingo and a book fair that have been extremely successful. Our School Improvement Council and Title One Committee are an important part of our team working to improve our programs, helping us to monitor our goals, and updating our safety plan.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.